

## TLC Seminar on Co-teaching

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### Overview

One of things that really struck me as I read through stacks of articles and read through educational websites: in all its forms, team teaching is an extremely effective pedagogical tool. It engages students and reinvigorates our teaching.

Effective team teaching requires resources – we cannot ask faculty to engage in team teaching if they receive only partial teaching compensation. Lots of evidence that team teaching pays off in terms of faculty satisfaction and student retention, but effective team teaching is time consuming and requires ongoing financial support.

### Definition

MANY definitions, little consensus

Davis 1995: "All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course."

Quinn and Kanter 1984: group of instructors working together to "plan, conduct, and evaluate the learning activities of the same group of students."

Gurman 1989: "an approach in which two or more persons are assigned to the same students at one time for instructional purposes."

Hatcher et al 1996: "two or more teachers collaborating over the design and/or implementation and evaluation of the same course or courses."

Really hard to define because there are so many models of team teaching and educational settings.

(for a good overview of this, see Anderson & Speck 1998)

### History:

Introduced to US as early as 1963 by William M Alexander, who is known as the "father of the American middle school"

Gained popularity in the 1980s.

A lot of the literature I found was for grade school level teaching – really different set of models than for university teaching

Often used in language teaching and ESL

Different models of team teaching, roughly in order of most effective but time consuming to least effective but less time/labor intensive (see BYU & Stanford Center for Teaching and Learning websites):

Interactive (collaborative) team teaching:

two+ faculty members present in front of the class simultaneously

Usually more work than solo course – must get paid equivalently

By far the most effective, but the most work as well

Participant-observer team teaching:

All faculty are present for all classes but only one is "teaching" at a time

Like the FirstBridge lecture that Elizabeth Kinne, Michelle Kuo, Linda

See teaching through learners' eyes  
Avoid the lonely, repetitive, fragmented experience of solo teaching  
Gain new insights into their disciplines

Open to diverse ways of thinking

Wary of absolutism

Able to admit they do not know

Good at listening

Unconventional

Flexible

Willing to take risks

Self-reflective

Comfortable with ambiguity

Other biases – e.g. man + woman, different races, different seniority

Might experience stereotype threat more if paired up with someone from the group less likely to feel that specific stereotype threat

For example, Anderson & Speck 1998 – woman felt that she fell into “wife/mother” role (more organized, more nurturing etc), tendency for students to see male prof as the expert.

This reminds me of the data showing that women get lower student evaluations than men.

Teachers as facilitators, students take more responsibility for their learning  
Dispersion of authority  
Teacher as expert learner, not sole authority  
Team teachers as models of professional disagreement and mutual respect

Specific argument for support of team teaching at AUP:

Interdisciplinarity is at the heart of AUP's mission

Remind them of benefit to university quote above

We already have small class sizes – especially conducive to team teaching!!!

How

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19 (2000): 191-204.

Hammer, Elizabeth Yost and Peter J. Giordano. "Dual-Gender Team-Teaching Human

McDaniel, E. A. "Faculty Collaboration for Better Teaching: Adult Learning Principles Applied to Teaching Improvement." In



Yanamandram, Venkata, and Gary Noble. "Student Experiences and Perceptions of Team